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ABSTRACT

This paper examines the perceptions of practicing school superintendents, principals, and teachers as to the degree to which the Edmonds Correlates and other indicators of school effectiveness were present in Illinois public elementary and high schools. Two companion studies examined the perceptions of Illinois public elementary and high school superintendents, principals, and teachers, and assessed the congruence of their viewpoints in seven areas of school effectiveness: safe and orderly environment, clear school mission, instructional leadership, high expectations, opportunity to learn and student time on task, frequent monitoring of student progress, and home-school relations. The main findings of the elementary study were that personnel from schools having a student enrollment size between 250 and 551 appeared to display similar perceptions, and personnel associated with large elementary schools or with schools in which principals were in that position for fewer than 5 years appeared to display disagreements in their perceptions of school effectiveness. The major findings of the secondary study were that principals and teachers were most alike in their perceptions and that superintendents and teachers were least alike in their perceptions of school effectiveness. (23 references) (SI)

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MEASURING ILLINOIS PUBLIC SCHOOL PRACTITIONERS' AGREEMENT ON SEVEN INDICATORS OF SCHOOL EFFECTIVENESS

Kenneth M. Jandes, John F. Murphy, and Charles A. Sloan

The effectiveness of American public schooling remained relatively unquestioned until a controversial report, published by James Coleman (1966), aroused a contented educational community in claiming that family background, not schools, was the primary variable in student achievement. Coleman's work spawned two opposing camps of educational studies in a field which would become known as Effective Schools Research. Among those who refuted the conclusions reached by Coleman were Ronald Edmonds and John Frederiksen. They systematically re-analyzed the original Coleman data using a new and dramatically exciting methodological approach. Their striking conclusions not only identified errors which Coleman made in analyzing the data, but they also established the correlates of Effective Schools.

Our research examined the perceptions of practicing school superintendents, principals and teachers as to the degree which the Edmonds Correlates, and other indicators of school effectiveness, were present in Illinois public elementary and high schools. The purpose of these two companion studies was to examine the perceptions of Illinois public elementary and high school superintendents, principals, and teachers, and to assess the congruence of their viewpoints in seven areas of

school effectiveness.

The design of both studies employed survey research using stratified random samples of Illinois schools within three enrollment size categories. Superintendents, principals and five randomly selected teachers from each participating school were administered the Connecticut School Effectiveness Questionnaire at the elementary level. The Secondary School Development Questionnaire was given to a similar group of practitioners at the high school level. The congruence of the respondent's perceptions was measured. For the purpose of the study, "congruence" was defined as significant, positive correlations found between all three referent group pairs (i.e., teachers and principals, teachers and superintendents, and principals and superintendents) for the total instrument and/or for any of the seven sub-scales of the instrument. Additionally, the effects which the demographic variables of school enrollment size, duration of principal tenure, and school enrollment size partialing out the compounding effects of principal tenure had upon the referent groups' perceptions was determined. Four statistical hypotheses were tested at the .10 level. The main findings of the elementary study were 1) that personnel from schools having a student enrollment size between 250 and 551, or from schools where the principal was in that position between 5-10 years, appeared to display similar perceptions regarding various aspects of school effectiveness; and 2) personnel associated with large elementary schools or with schools in which principals were in that position for fewer than five years appeared to display disagreements in their perceptions of school effectiveness. The major findings of the secondary study were that 1) principals and teachers were most alike in their perceptions of school effectiveness, and 2) superintendents and teachers were

least alike in their perceptions of school effectiveness. This disparity increased with school size.

While researchers were not in consistent agreement as to the characteristics of those schools identified as effective, seven indicators continually reappeared as highly correlated variables to student achievement throughout many of the effective school studies. These indicators, which form the conceptual framework for the instruments used in both companion studies, are listed below:

1. Safe and Orderly Environment
2. Clear School Mission
3. Instructional Leadership
4. High Expectations
5. Opportunity to Learn and Student Time on Task
6. Frequent Monitoring of Student Progress
7. Home-School Relations

The Purpose and Its Significance

While research on school effectiveness has generated features present in those schools so characterized, the perceptions of practicing superintendents, principals, and teachers regarding current practices associated with school effectiveness in their schools were open to speculation. The purpose of these two companion studies was to generate a profile of the perceived effectiveness of Illinois public elementary and secondary schools as reported by superintendents, principals, and teachers. The significance of these choices was based on the belief that as the chief executive officer of the school district, the superintendent would be expected to have a knowledge of the relative effectiveness of a school under his/her purview. The principal, as both the statutory and educational leader of the school, was in a key position to assess the effectiveness of the school in which (s)he served. The perceptions of five teachers were solicited on the basis that

five randomly selected teachers were likely to represent a cross-section of faculty sentiment.

School enrollment size was selected as a significant demographic variable because the size of an organization often is viewed as an important feature relating to organizational effectiveness. (Bass, 1981; Illinois State Board of Education, November, 1982) Furthermore, the size of an organization was found to significantly influence the perceptions of its members. (Medalia, 1954) Principal tenure in present position was selected as a demographic variable since the experience level of an organization's leader has been hypothesized to be related to the effectiveness of the leader. (Bossert, 1982)

The Questions

Four research questions were posed. The primary question investigated the existence of congruence between superintendents', principals', and teachers' perceptions of school effectiveness in Illinois public elementary and secondary schools. The remaining three questions explored the effect certain demographic variables had upon congruence of the respondents' perceptions in seven areas of school effectiveness. These variables were 1) size of school enrollment, 2) duration of principal tenure in present position, and 3) size of school enrollment when the effects of principal tenure had been statistically removed.

Research Methods and Procedures

The design of this study employed survey research techniques using established questionnaires to measure the perceptions of randomly selected

school practitioners in Illinois from three stratified categories of enrollment size (Elementary: Small, N≤250 students; Medium, 250-N=550; Large, N=550) (Secondary: Small, N≤500; Medium 500<N≤1500; Large, N>1500). The Connecticut School Effectiveness Questionnaire (CSEQ) was administered to superintendents (N=50), principals (N=50), and teachers (N=223) from stratified random samples of K-6 public elementary schools (N=50) throughout the State of Illinois. The Secondary School Perceptions Questionnaire (SSPQ) was administered to superintendents (N=65), principals (N=65), and teachers (N=282) from stratified random samples of Illinois public secondary schools (N=65)

Both instruments, developed by the Connecticut State Department of Education, were forced response paper-and-pencil, Likert-type questionnaires consisting of behavioral or activity items that described the following seven constructs of school effectiveness:

1. Safe and Orderly Environment
2. Clear School Mission
3. Instructional Leadership
4. High Expectations
5. Opportunity to Learn and Student Time on Task
6. Frequent Monitoring of Student Progress
7. Home-School Relations

In order that the sample for these studies was closely representative of the total population of public schools within the state, stratified random samples of schools within each size category were generated. To verify that the participants in this study were representative of the population of public schools as a whole, a chi square goodness of fit test was used to compare expected frequencies with observed frequencies obtained in each of the three school enrollment size categories. The samples for both studies were not significantly different ($\alpha = .10$) than the population as a whole.

Coefficients of internal consistency were determined for both the elementary and the secondary instruments and their subtests. Cronbach's alpha coefficients for the two questionnaires are presented below:

Test Subscale	Cronbach Alpha Coefficients of Homogeneity CSEQ (N=323)	SSPQ (N=412)
Safe and Orderly Environment	.821	.791
Clear School Mission	.887	.722
Instructional Leadership	.927	.824
High Expectations	.469	.569
Opportunity to Learn and Student Time on Task	.625	.672
Frequent Monitoring of Student Progress	.734	.619
Home-School Relations	.814	.602
Total Instrument	.955	.929

Those tests whose measures of internal consistency were .800 or higher were assumed to have a high degree of reliability. Tests measuring less than .800 but at least .600 were assumed to have a lesser degree of reliability. In these instances a certain measure of caution is necessary when extrapolating the results of the sample to the population of Illinois public elementary and secondary schools as a whole. Any subscale whose measure of internal consistency was below .600 was not held to be sufficiently reliable. The subtest, High Expectations, produced internal consistency measures below .600 on both instruments.

The Pearson Product Moment Coefficient was the statistic used to compute the correlation coefficient which existed between the three referent group pairs (superintendent/principal, superintendent/teacher, principal/teacher) responding to the instruments. Significance was established at the .10 level

on a two-tailed test. The exploratory nature of the research suggested that an alpha level of .10 would give direction to future research in this area by revealing possible factors which might have been overlooked if a more stringent alpha had been established. Teachers scores were aggregated by school, and a mean school score was computed for teachers. This procedure allowed scores from all three referent groups to be appropriately correlated, regardless of the number of teachers completing the instrument from any given school.

The Chi-Square Test for Homogeneity of Three or More Independent Correlation Coefficients was used to test for significant difference among the three categories for a) enrollment size, b) principal tenure, and c) enrollment size partialing out principal tenure. If significance was found using the chi-square test, an additional statistical procedure was incorporated. This test, the Test of Significance of Differences Between Two Independent Correlation Coefficients (Edwards, 1976), required Fisher Z transformations and determined which pair of coefficients indicated a lack of homogeneity.

Findings

In both studies the four null hypotheses were tested at the .10 level of significance using the Pearson Product Moment Coefficient. The hypotheses were:

H_1. There is no congruence in the perceptions of school effectiveness between superintendents, principals, and teachers.

H_2. When the variable of school enrollment size is controlled, there is no congruence between superintendents', principals', and teachers' perceptions of school effectiveness.

H_3. When the variable of duration of principal tenure in present position is controlled, there is no congruence between superintendents', principals', and teachers' perceptions of school effectiveness.

H_4. When the variable of school enrollment size, partialing out duration of principal tenure in present position is controlled, there is no congruence between superintendents', principals', and teachers' perceptions of school effectiveness.

Job role was the primary independent variable with three demographic items serving as secondary independent variables. Analyses were performed on the respondents' scores regarding the four hypotheses. The hypotheses are restated below with the major findings. (Jandes, Murphy, and Sloan, 1984)

HYPOTHESIS 1 (Job Role)

Elementary Study: The null hypothesis was rejected. Congruence was found for the total instrument as well as for the subscales Clear School Mission, Instructional Leadership, and Home-School Relations.

Secondary Study: The null hypothesis was retained.

HYPOTHESIS 2 (School Enrollment Size)

Elementary Study: The null hypotheses was rejected. Congruence was found in medium-size schools ($250 < N \leq 550$ students) in five subscales: Safe and Orderly Environment, Clear School Mission, Instructional Leadership, Frequent Monitoring of Student Progress, and Home-School Relations.

Secondary Study: The null hypothesis was rejected. Congruence was found in small schools ($N \leq 500$ students) for the subscale area of Safe and Orderly Environment.

HYPOTHESIS 3 (Duration of Principal Tenure In Present Positions)

Elementary Study: The null hypothesis was rejected. Congruence was

found in schools where the same principal had served that school between 5 and 10 years. The two subscales in which congruence was found were Safe and Orderly Environment and Frequent Monitoring of Student Progress.

Secondary Study: The null hypothesis was rejected. Congruence was found in schools where the same principal had served that school for 11 years or more. Home-School Relations was the subscale in which congruence was found.

HYPOTHESIS 4 (School Enrollment Size Partialing Out Principal Tenure)

Elementary Study: The null hypothesis was rejected. Congruence was found among the perceptions of respondents from medium-sized schools ($250 < N \leq 550$ students) for four subscales: Safe and Orderly Environment, Clear School Mission, Frequent Monitoring of Student Progress, and Home-School Relations.

Secondary Study: The null hypothesis was retained.

Mean scores of all teachers on both instruments in fifteen of sixteen categories were lower than the mean scores of all superintendents or all principals. Lower teacher scores indicate teachers throughout the State of Illinois perceive schools to be less effective than principals or Superintendents perceive them to be. Similarly, secondary superintendents in Illinois perceive schools to be slightly less effective than secondary principals perceive them to be. Public elementary school superintendents and principals have similar perceptions of effectiveness in Illinois.

Conclusions and Discussions

The results of the elementary study indicated that while significant correlations were found between all three pairs of respondent groups, the highest correlation was found between the perceptions of principals and teachers. This was found to be the case for the total instrument as well

as five of the seven subscales. The results regarding this hypothesis implied that educators whose work space is geographically similar also have similar perceptions with respect to their schools. Of interest to the researchers was the lack of significant correlations for the subscale Opportunity to Learn and Student Time on Task. Many researchers (Clauset & Gaynor, 1982; Hersh, 1981; Rutter, Maugham, Mortimore, Ouston & Smith, 1979) viewed this characteristic as an important and dynamic variable in schools perceived as effective. There was, however, little agreement that it existed in K-6 public elementary schools in Illinois. The fact that all three referent pairs lacked significant correlations in their perceptions of Opportunity to Learn and Student Time on Task indicated a major discrepancy existed between the literature and the conclusions reached in this study. This discrepancy also suggested a need for further investigation. There is a clear need for administrators and teachers to clarify this important instructional variable. Conversely, since all three referent group pairs displayed significant correlations in their perceptions of Clear School Mission, Instructional Leadership, and Home-School Relations, these areas of agreement suggested strong common grounds upon which program improvement efforts could be initiated and maintained.

The results of the secondary study indicated that the highest correlation was found between the perceptions of principals and teachers. This was found to be the case for the total instrument as well as the seven subscales. As in the elementary study, these results led to the conclusion that secondary school personnel working in the same building and having job roles not greatly differentiated by organizational rank tended to have similar perceptions about their school. Of particular note, however, when reviewing the degree of correlation found between the perceptions of these groups, is the lack of significance for the subscale of Instructional

Leadership. Although many researchers (Edmonds; 1979; Lipham, 1981) judged this function as a crucial one, it may be concluded that there is little agreement among practitioners in its presence within the secondary schools.

The least positive correlation was found between the perceptions of high school teachers and superintendents. It was concluded that "distance" in organizational rank had an impact on perceptions. The fact that teachers and superintendents showed significant correlation in the perceptions of principal Instructional Leadership may suggest that referent groups both above and below the high school principal perceived him in a way quite differently than he perceived himself. This was further substantiated by the fact that the principals' perceptions of their instructional leadership were not significantly correlated with the other two referent groups.

School Enrollment Size

The concept of elementary school enrollment size was generally considered to be an inactive demographic variable when used to analyze respondents' perceptions of school effectiveness. Three exceptions were noted. First, the perceptions of teachers and superintendents from medium-sized elementary schools were remarkably similar for the subscale Safe and Orderly Environment, when compared to their counterparts from small and large elementary schools whose perceptions in this area were quite dissimilar. These results indicated that certain factors existed in middle-sized K-6 Illinois public elementary schools which allowed for greater communication to occur between school personnel in the area of Safe and Orderly Environment. Further evidence to support the possibility of middle-sized schools bearing factors which promoted communication in this area was gained from noting that significant correlation

was found between all three referent groups in schools having medium enrollment sizes. Since many researchers (Edmonds, 1979a, 1981, 1982b; Rutter, et al., 1979; Weber, 1971) identified Safe and Orderly Environment as an influential variable in schools perceived as effective, middle-sized schools may prove to be unique institutions from which broad-based programs incorporating this factor can be easily implemented.

Secondly, the perceptions of elementary teachers and principals from small-sized schools displayed significantly negative correlation for the subscale Instructional Leadership compared to their counterparts from medium and large schools whose perceptions were significantly similar. Finally, the perceptions of teachers and superintendents from medium-size schools were again remarkably similar for the subscale Instructional Leadership compared to their counterparts from small and large schools whose perceptions were not at all similar.

The fact that significance was found to be negatively correlated indicated that the perceptions of elementary teachers and principals in small schools were significantly dissimilar. These results indicated that certain factors existed in schools having small student enrollments which caused great discrepancies in the perceptions of the building level administrator and teachers in the area of Instructional Leadership. While many researchers (Brookover & Lezotte, 1979; Cohen, 1981; Edmonds, 1982a; Lipham, 1981) have viewed Instructional Leadership as critical, there was marked disagreement in the presence of this variable by personnel in small elementary schools. This was further supported by noting the lack of agreement by the other two small school referent groups in the area of Instructional Leadership. In sharp contrast, congruence was found in middle-sized schools in the subscale

of Instructional Leadership.

Additionally, significant correlation at the building level was found between principals and teachers in large elementary schools for this area of school effectiveness. If instructional leadership improvement programs are to be instituted, this research suggested that great skill and patience may be necessary when developing these programs for small K-6 schools. Finally, middle-sized K-6 schools seemed to have those factors present which might support successful program improvement efforts in the area of Instructional Leadership.

In the secondary school study, the demographic variable of school size did not reveal a consistent influence on the congruence found between the three referent groups. Congruence was reported for one subscale area which warranted rejection of the null hypothesis. Significant correlations were found for more subscale areas in small schools, supporting the earlier conclusion that organizational scale may influence perceptions of secondary school personnel. Analysis of the subscale areas of significant correlation for middle-size and large schools revealed only slightly fewer subscale areas in which significance was found. This indicated that the influence of the variable of school size was at least uncertain.

Of particular note was the negative significant correlation reported for the total instrument between teachers and superintendents in large high schools. This led to the conclusion that, in addition to organizational rank causing a difference in perceptions, organizational scale, at least in large schools, was also an important influence.

Duration of Principal Tenure

These results indicated that elementary principals with 5 to 10 years of tenure in their present positions seem to have placed into operation a variety of systems in their schools which promoted a greater degree of similar perceptions from all three respondent groups than did principals from the other two tenure categories. This was supported from the data which revealed that of the 27 significant correlations when controlling for duration of principal tenure, 14 (or 52%) were from the 5 to 10 year principal tenure category and all 14 were positively correlated.

The concept of duration of principal tenure in present position was generally considered to be an inactive demographic variable when used to analyze respondents' perceptions of school effectiveness. Three exceptions were noted. First, the perceptions of teachers, principals, and superintendents from elementary schools whose principals had been in their present positions a moderate length of time were quite similar for the subscale Safe and Orderly Environment compared to their counterparts from K-6 schools in the other two tenure categories whose perceptions in this area were quite dissimilar.

The outcome of this research suggested that elementary principals who had moderate tenure in the target school have established systems of communications which transported their perception about the safe and orderly environment of their school to their superintendents and teachers. Edmonds (1982a) and other researchers have isolated this characteristic as a key variable present in effective schools. School improvement plans may best be implemented in schools where district level and school level administration is perceived as congruent. Schools having elementary principals with moderate

tenure in their present situation may provide support bases for initiating school improvement efforts.

Secondly, the perceptions of principals and superintendents from schools whose principals had been in their present positions for a long period of time displayed significantly negative correlation for the subscale Opportunity to Learn and Student Time on Task (Alpha Coefficient of internal consistency = .625) compared to their counterparts from schools in the other two tenure categories whose perceptions were not highly correlated. The fact that significance was found to be negatively correlated indicated that the perceptions of principals and superintendents, in schools where principals had a long tenure in their present position were significantly dissimilar. These results indicated that certain factors existed in schools having principals with long tenure durations which caused great discrepancies between the perceptions of building level and district level administrators in the area of Opportunity to Learn and Student Time on Task. While many researchers (Clauset & Gaynor, 1982; Hersh et al., 1981; Rutter et al., 1979) have viewed this variable as an extremely important component of school effectiveness, there was a marked disagreement as to the presence of this variable by the respondent group sampled. None of the nine correlations for this subscale area was significantly positive. This gave further support for a broad-based disparity between perceptions of the three referent groups. Thus, while previous research suggested that Opportunity to Learn and Student Time on Task was a critical variable in the study of effective schools, the presence of this characteristic in Illinois K-6 public elementary schools when controlling for principal tenure in present position could not be verified by the results of this study. Caution was necessary when interpreting results from this subtest since the alpha level reporting internal consistency of the

items comprising this subtest was .625.

Finally, the perceptions of teachers and superintendents from school whose principals had been in their present positions a short time displayed significantly negative correlation for the subscale Frequent Monitoring of Student Progress (Alpha Coefficient = .734) compared to teachers and superintendents from school where principals had been in their present positions for a moderate time whose perceptions were significantly similar. The fact that significance was found to be negatively correlated indicated that the perceptions of teachers and superintendents, in elementary schools where principals had been in their present positions for a short duration, were significantly dissimilar. These results indicated that certain factors existed in elementary schools having principals with short tenure causing great discrepancies between the perceptions of building level staff and district level administrators in the area of Frequent Monitoring of Student Progress. Edmonds (1982a) considered ongoing measurement and evaluation of student progress as one of the five correlates of effective schools. Weber (1971) also found that continuous evaluation of student progress was one of eight characteristics present in schools he described as successful. While these and other researchers viewed this variable as an important component of school effectiveness, teachers and superintendents from K-6 schools having relatively new principals displayed a highly consequential lack of correlation in their preceptions of Frequent Monitoring of Student Progress. This possibly was caused by the performance roles of principals with short tenure not being fully or firmly established. Morris, Crowson, Hurwitz and Porter-Gehrie (1981) found that 56 percent of the principal's work day was spent in an informational role, monitoring, disseminating, and speaking. If beginning principals were selected because of an identified need in the

school, these pressing needs could rob them of the time needed for developing informational systems necessary to report areas such as Monitoring Student Progress to the superintendent. Consequently, the perceptions of teachers and superintendents were likely to be dissimilar for this tenure classification. The data support this viewpoint. Ten of the 15 negative correlations representing all three of the tenure categories were from referent groups in the short principal tenure division. Conversely, elementary principals with moderate tenure in their present positions may have established a well-developed informational system. The data support this. Only 2 of the 15 negative correlations were from referent groups in the moderate principal tenure category while teachers and superintendents displayed a significantly positive correlation coefficient in the moderate principal tenure category, suggesting that communication was well developed. Additionally, the perceptions of these same respondents for the same subtest area, Frequent Monitoring of Student Progress (Alpha Coefficient of internal consistency = .734), in elementary schools whose principals had been in their present positions for a long duration, were not highly correlated.

At the high school level, significant correlation was found for principals and teachers in schools whose principals' tenure was 0-4 years and 11 years and over. No significant correlation was found between these referent groups in schools whose principals had served 5-10 years. The correlation between teachers and principals in those high schools where the principals have served 11 years or more was particularly strong, leading the researcher to conclude that principals and teachers tended to have similar perceptions after the principal has served in the high school for a lengthy tenure. The fact that there was significant correlation reported in the perceptions of teachers and principals when the principal had relatively little tenure may suggest that

new principals tended to share the perceptions of their teachers.

The relative lack of correlation between teachers and superintendents indicated that organizational rank may influence perceptions regardless of principal tenure. Finally, the fact that significant correlation was reported between principals and superintendents indicated that principals' perceptions are more "superintendent-like" than "teacher-like".

School Enrollment Size

Partialing Out Principal Tenure

The concept of school enrollment size partialing out principal tenure was generally considered to be an inactive demographic variable when used to analyze respondents' perceptions of elementary school effectiveness. Four exceptions were noted. First, the perceptions of teachers and superintendents from middle-sized K-6 schools were remarkably similar for the subscale of Safe and Orderly Environment, compared to their counterparts from small and large elmentary schools whose perceptions in this areas were quite dissimilar. These results indicated that certain factors existed in middle-sized schools, when the influence of principal tenure was statistically removed, which allowed for greater communication to occur between school personnel in the area of Safe and Orderly Environment. Of particular note was an increased partial correlation coefficient. These data indicated that the perceptions of teachers and superintendents from medium-sized elementary schools were affected slightly negatively by the variable, principal tenure. As principal tenure was statistically removed, the correlation of the two perceptions increased.

Secondly, the perceptions of teachers and principals from small-sized elementary schools displayed significantly negative correlation for the subscale Instructional Leadership compared to their counterparts from large

schools whose perceptions were significantly similar. When the variable of principal tenure was statistically removed, slight decreases in significance levels were found for small and medium schools. This indicated that principal tenure had a positive influence on the correlation of perceptions for these referent groups. However, a moderate increase in the correlation coefficient was found for large schools when principal tenure was partialed out indicating that this variable had a negative influence on the correlation of perceptions between teachers and principals for the subscale Instructional Leadership.

Thirdly, the perceptions of teachers and superintendents from medium-sized elementary schools were again remarkably similar for the subscale Instructional Leadership compared to their counterparts from small and large K-6 schools whose perceptions were not at all similar. The removal of principal tenure using the partial correlation statistic did not seem to appreciably affect the outcome. Finally, the perceptions of teachers and superintendents from small-sized elementary schools displayed significantly negative correlation for the subscale Opportunity to Learn and Student Time on Task (Alpha Coefficient of internal consistency = .625) compared to their counterparts from middle-sized and large schools whose perceptions were not highly correlated. Of note in this case was that the removal of principal tenure, statistically, caused a pronounced negative shift in the correlation coefficient. The variable principal tenure seemed to be a moderating factor in this instance, for when it was removed, negative significance between the perceptions of teachers and superintendents is small schools increased sharply.

At the high school level the demographic variables of school size partialing out principal tenure displayed no consistent influence upon the perceptions of the responding groups with one notable exception: superintendents and teachers in large schools. In this instance, the variable did reveal a

significant negative influence. It may be concluded that organizational scale as well as rank significantly impacted the perceptions of these referent groups.

Summary

These two studies examined the perceptions of superintendents, principals, and teachers from Illinois public elementary and secondary schools as to the effectiveness of their schools and analyzed the congruency which existed among the perceptions of these referent groups. This study also has produced important findings relating the perceptions of these three referent groups in seven areas of school effectiveness to the demographic variables of school enrollment size, duration of principal tenure in present position, and a combination of both school size and principal tenure. A conclusion was presented from the secondary study that principals and teachers working in the same building over a period of time (more than eleven years), tended to have similar perceptions about their school.

Additionally, school personnel associated with middle-sized elementary schools having enrollments greater than 250 but less than 551 also tended to have similar perceptions about their schools. This same relationship seemed to be present when the perceptions of school personnel were controlled by school enrollment size while partialing out principal tenure. The high school study concluded that organizational rank as well as size of school have a direct influence on the perceptions of high school personnel. The larger the organization or the greater the distance in organizational rank between members, the less correlation of agreement of perception was found. In the important area of the principal's instructional leadership role, no significant correlation was reported between the high school principal and the other referent groups. Significant correlation was found, however, between high school teachers and superintendents in the perceptions of principal instructional leadership.

Similarly, the number of years a principal was present in his current position seemed to impact congruency between the school personnel referent groups' perceptions of school effectiveness at both the elementary and secondary level.

These studies served several purposes. First, information was gathered from Illinois elementary and secondary public school personnel relating to their perceptions of school effectiveness. While other research indicated that principals in effective schools provided strong administrative leadership, the extent to which this characteristic was accepted and valued among practitioners in Illinois was unclear.

Secondly, theory and effective schools research strongly implied that principals must implement the behaviors of instructional leaders if they were to be contributors to their schools' effectiveness. The actual existence of these research implications in public schools and the perceptions of practicing superintendents, principals, and teachers were also unclear in Illinois. These studies accumulated information in this sparsely explored area of research and point out that educators need to come to an agreement of role definitions.

The most prominent conclusion revealed by these researchers was that little agreement existed among various levels of school personnel concerning the presence of the indicators of school effectiveness. (Jandes, Murphy, Sloan, 1985 School improvement plans based upon the cited indicators of school effectiveness do not promise to produce beneficial results until teachers, principals and superintendents can achieve greater consensus on the presence of effectiveness features within their schools.

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